

Mesa Community College

Disability Resources & Services



Cindy Jepsen, manager
480-961-7447



Federal Mandates

- There are three federal mandates that colleges and universities are charged to uphold
- The Disability Resources and Services office at Mesa Community College ensures that the college upholds these mandates
- Academic accommodations are part of this process

Federal Mandates

Rehabilitation Act of 1973, Section 504

- Applies to institutions receiving federal funds
- Prohibits discrimination by protecting the rights of persons with disabilities

Rehabilitation Act of 1973, Section 508

- Defines barriers to electronic information access
- Web sites and course management applications

Americans with Disabilities Act of 1990

- Extends coverage of Section 504 regardless of federal funds
- Ensures equal opportunity
- Prohibits discrimination
- Recently amended to broaden scope of coverage (effective January 1, 2009)

Individuals with Disabilities Education Act I.D.E.A.

- Is a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities (birth – 18 or 21)
- 14 specified categories of disability
- Having a disability does not automatically qualify a student for special education services
- I.D.E.A. is about success
- Students with disabilities who do not qualify for special education services under the IDEA may qualify for accommodations or modifications under Section 504 and under the ADA

Differences between HS and College

In College there
are NO special
education classes!

Instruction

High School

- Teachers may modify curriculum and alter pace of assignments
- You are expected to read short assignments that are then discussed and often re-taught in class
- You seldom need to read anything more than once, sometimes listening in class is enough

College

- Professors are not required to modify curriculum or alter assignment deadlines
- You are assigned substantial amounts of reading and writing which may not be directly addressed in class
- You need to review class notes, textbooks, and other materials regularly

Modifications vs. Accommodations

High School

- Accommodations and modifications are written into IEP or 504 plan for students
- The resource teacher informs your other teachers regarding the accommodations you require
- Assignments may be modified, i.e. extensions on writing assignments, notes for exams
- Attendance is very flexible

College

- Accommodations requested by the student are provided on a course by course basis
- You are responsible for informing your instructor(s) that you have academic accommodations through the DRC and follow up with those accommodations throughout the semester
- Accommodations cannot alter the fundamental requirements of the course, i.e. notes for exams, length of assignments, missed classes

Grades

High School

- Consistently good homework grades may raise your overall grade when test grades are low
- Extra credit projects are often available to help raise your grade
- Initial test grades, especially when they are low, may not have an adverse effect on your final grade

College

- Grades on tests and major papers usually provide most of the course grade
- Extra credit projects cannot, generally speaking, be used to raise a grade in a college course
- Watch out for your first tests. These are usually “wake up calls” to let you know what is expected – and may account for a substantial part of your course grade
- Attendance may or may not be included as a grading component

Time Management

High School

- Your time is structured by others
- Each day you proceed from one class directly to another, spending 6 hours each day – 30 hours a week – in class
- Most of your classes are arranged for you
- You can't just "hang out" on campus anytime

College

- You manage your own time!
- You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class
- You arrange your own schedule in consultation with your advisor. Schedules tend to look lighter than they really are
- Guiding Principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions

Self-Advocacy

High School

- Student is identified by the school and is supported by parents and teachers
- Primary responsibility for arranging accommodations belongs to the school
- Teachers approach you if they believe you need assistance

College

- Student must self-identify to the Disability Resource Center
- Primary responsibility for self-advocacy and arranging accommodations belongs to the student
- Professors are usually open and helpful, but student must initiate contact if assistance is needed

Parental Role

High School

- Parent has access to student records and can participate in the accommodation process
- Parent advocates for the student
- It's not unusual for a parent to contact the instructors or school personnel

College

- Parent does not have access to student records without student's written consent
- Student advocates for self
- It is inappropriate for parents to contact instructors or most school personnel

How can students with disabilities
prepare for college?

How can students with disabilities prepare for college?

- Make sure that they have the proper documentation for diagnosing their disability
- Attend the college transition events
- Visit the Disability Resources & Services office at their college of choice
- Research financial aid options
- Research academic program options

Develop Self-Determination and Advocacy Skills

- Actively participate in the development of your IEP
- Develop an understanding of the nature of your disability and how it impacts your learning
- Take college preparatory course work
- Seek out support services such as Vocational Rehabilitation, School Counselors, and College Disability Resources & Services Program Advisors

Time Management!

- Develop a schedule that fits you best!
- Learn how to utilize a planner, prepare “To Do” lists and then prioritize these tasks
- Designate specific times for study, tutoring, social activities, personal errands, and other responsibilities
- Managing your time effectively is crucial to success
- Hybrid classes – Try one before you sign up for more. Some students find the independent work does not fit them well
- Leave time between your classes to allow for extended testing time

Responsibilities of a Qualified Student with a Disability

- Self-identify as an individual with a disability
- Provide comprehensive qualifying disability documentation from an appropriate professional
- Follow specific procedures for obtaining reasonable and effective accommodations, and request accommodations in a timely manner each semester
- Meet the college's essential technical, academic, and institutional standards

**Now that you've
chosen MCC!**

(or any other Maricopa college)

Maricopa Community Colleges

New student checklist...

- Explore our programs
- Financial planning
- Create your student account...MEID
- Get admitted...Student Admissions Form
- Take the placement test (English, reading, math)
- Seek academic advisement
- Register for classes

Registration with DRS

- Set up an appointment to meet with a Program Advisor
- Bring disability documentation to your meeting
- Be prepared to discuss
 - Your disability
 - Your past accommodations and what you are requesting
 - Strengths and weaknesses in academic setting
 - Your academic goals

Disability Documentation

- Documentation must be current (preferably within the last three years) and from a qualified (i.e. certified and/or licensed) professional
- All testing must be done with adult measures
- IEPs and 504 plans are not acceptable documentation, but helpful for determining a history of accommodations
- Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations
- Provisional agreements are available for one semester

Common Accommodations

- Testing Accommodations
- In-class Note Taker
- Alternative Print Formats
- Interpreting Services
- Assistive Technology

Services available at MCC...

DRS Program Advisors...

- will advocate with students as opposed to advocating for students
- will consult with students on their schedule as it relates to their disability
- assist students in finding on/off campus resources
- will refer students to the Adaptive Technology lab as needed
- will encourage student independence on/off campus



MCC Support Services

- Learning Enhancement Center – tutoring
- Academic Skills Center – tutoring for developmental classes, i.e.: COM, ENG, RDG
- Math/Computer Science Learning Center
- Math Foundation Center: tutoring for developmental MAT
- Computer Labs around campus
- Library - Writing Center
- Counseling Services

DRS Adaptive Lab

- Read & Write Gold
- Kurzweil 3000
- Dragon Naturally Speaking
- Jaws
- Zoomtext
- Livescribe Smartpens
- FM Systems
- Braille Embosser
- Refreshable Braille Display

How can you support the transition process?

- Make sure that all college bound students have the proper documentation
- Take advantage of the college transition events
- Visit the Disability Resources & Services offices
- Assist students with the financial aid process

Mesa Community College

Disability Resources & Services



Cindy Jepsen, manager
480-961-7447

